

Impact and Effectiveness of Student Internship Program on
Employment Outcomes

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Introduction

The South Carolina Commission for the Blind provides Vocational Rehabilitation services to qualified blind and visually impaired South Carolinians who may benefit from such services. The stated mission of the SC Commission for the Blind (SCCB) is, “to provide quality individualized vocational rehabilitation services, independent living services and prevention-of-blindness services to blind and visually impaired consumers leading to competitive employment and social and economic independence (Mission).” This mission goes hand in hand with SCCB’s goal of becoming “a national model vocational rehabilitation agency for the blind, demonstrating quality services, accountability, innovation, effectiveness and efficiency (Mission).”

The Student Internship Program (SIP) is administered by the Training and Employment Division of SCCB. SIP is a competitive, paid, internship opportunity “designed to give students in-depth, hands on practical work experience while preparing them in their professional area of study (SC Commission, 3).” Qualified applicants should be actively enrolled, or recently graduated from, a 4 year college, university or technical school. When looking at applicants, preference is given to rising juniors and seniors or those nearing the end of 2 year technical programs. (Note: Full eligibility requirements and additional information may be found by referencing the SIP 2015 Manual.)

Part of SIP’s mission is to give “interns the opportunity and potential to perform effectively in their chosen profession (SC Commission, 3).” SIP’s Vision “is to foster and implement intern opportunities that optimize student/graduate employment readiness by involvement in professional business experiences, networking, and comprehensive decision-making opportunities (SC Commission, 3).” Benefits to selected interns include the opportunity

to apply what is learned in the classroom to a practical setting; to experience the working world while still a part of the educational institution and also to allow SIP Interns to receive constructive feedback regarding their individual progress and development (SC Commission, 4).

Qualified students are invited to apply for SIP each winter. The selection process occurs in March and interns are selected for the upcoming summer. SCCB Employment Consultants work along-side selected SIP Interns to find and develop meaningful internship experiences with local Business Partners. SIP Interns begin their internships in May and should complete all SIP requirements by a pre-set deadline in early August. Internships typically last 8 weeks but should consist of no less than 120 documented hours. Upon successful completion of SIP, Interns are awarded a Certificate of Completion and a financial stipend in the amount of \$1,500 (SC Commission, 4). In order to graduate from SIP, Interns must; complete and submit weekly time cards, submit a final written report and develop and submit a professional resume (SC Commission, 6).

SIP fits nicely into the overall mission of SCCB, by striving to optimize student/intern's job readiness as they near the end of their formal education and begin to look for employment. By giving Interns the opportunity to network and prove their abilities, it is hoped that their likelihood of gaining competitive, integrated employment will increase.

As of July 22, 2014, the importance of providing quality employment related services to "transition" aged students is even greater than in the past. On this date, President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law. "WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy (Dept. of Labor, 1)." "WIOA increases individuals with disabilities' access to high

quality workforce services and prepares them for competitive integrated employment (Dept. of Labor, 3).” WIOA strives to achieve this mission by encouraging the continued use of “proven service models services”. WIOA dictates that “Twenty percent of youth formula funds” should be utilized to deliver services that include “summer jobs, pre-apprenticeship, on-the-job training, and internships (Dept. of Labor, 3).” WIOA mandates that “State vocational rehabilitation agencies set aside at least 15 percent of their funding to provide transition services to youth with disabilities (Dept. of Labor, 3).”

To define “youth” in transition, WIOA refers to the Individuals with Disabilities Education Act (IDEA). IDEA states that, once a child has reached 16 years of age, that child’s Individual Education Plan (IEP) should include planning for the transition out of high school. The updated, transition, IEP should include “community experiences, development of employment and other post-school adult living objectives” (Dept. of Education). Children who have completed high school are no longer considered youth in transition under WIOA.

SIP accepts only college-aged students. High school students are not presently eligible to participate. SCCB may wish to consider implementing a program similar to SIP that targets youth in transition (high school students). Roughly 53% of the 64 total, unique, SIP internships were experiences held by students who have been categorized as “transition” by SCCB in the past (Appendix 1). With the recent enactment of WIOA, it is of even greater importance that SCCB explore how SIP may be modified to serve youth in transition.

In this report, the overall impact and effectiveness of the SC Commission for the Blind Student Internship Program (SIP) will be explored. SIP’s impact will be explored by analyzing, Consumer’s self-reported thoughts on SIP along with an examination of the impact of internships on career paths. Employment outcomes will be analyzed followed by an examination of quality

of employment placements & a comparison between SIP and comparable Massachusetts internship program. Additionally, the level of support and services delivered to Interns by SCCB will be explored to determine if Interns are receiving adequate services that lead to their ultimate success. Finally, recommendations will be put forth regarding enhancements and changes that may benefit SIP in the future.

Methods

For the purposes of this report, three main sources of data were utilized.

- 1) Client Information System Report: Being a State Vocational Rehabilitation (VR) agency, SCCB must maintain a client information system that keeps track of Consumer case information, Consumer's Individualized Plan for Employment (IPE), VR Services rendered to Consumers and ultimate Employment Outcomes for each Consumer.
 - a. From SIP's inception in 2009 through summer of 2014, there have been a total of 54 SIP Interns. All 54 individual names were referenced by SCCB's Director of Quality Assurance. Information was compiled into an Excel workbook that was supplied to this Author.
 - b. SCCB's present information system (AWARE) went "live" in mid-2012. Information from the previous information system (CIS) was imported into the new AWARE system in early 2012. Therefore information dating from 2009-2011 may not be 100% complete.
 - c. Comparison of SIP Employment Outcomes with VR Successful Closures was also provided by Director of Quality Assurance.
 - i. This Author revised the original document by adding column charts (Appendix 10).
- 2) Surveys: In order to supplement the above data and also get a more "human" perspective, a survey was developed and administered to all SIP participants who could be contacted.
 - a. Survey questions may be found by referencing Appendix 11.

- b. Of the 54 individual SIP Interns, 10 Consumers took part in SIP twice. For the purposes of this report, this Author will interpret a total of 64 separate and unique internship experiences.
 - i. The 10 “repeat” interns were asked to evaluate their two internships separately.
 - c. Survey information was collected for 49 out of 64 unique internship experiences. Survey completion = 76.56% of total.
 - d. This Author administered each survey on an individual basis by means of phone and email correspondence. All efforts were made to contact students via phone. If Interns were not able to be reached via phone, or if Intern was deaf/blind, email correspondence was then utilized. See email sent to Interns in Appendix 11.
 - e. Based on information gathered in surveys, this Author amended existing client information system data to reflect any updates/changes/corrections Interns may supply.
 - f. Survey data was coded by this Author in order to determine trends and stated impact of SIP as it pertains to individual’s experiences.
 - g. Note: This Author was, in fact, a participant in SIP 2009. I did complete the survey, coded my own responses and have included myself in the data. I made all efforts to remain honest and neutral in my responses.
- 3) Outcome Summary obtained from Massachusetts’ Commission for the Blind (MCB) regarding comparable internship program.
- a. This Author reached out to MCB Internship Coordinator, requesting available statistics. See full summary document in Appendix 12.

Benefits to Intern Analysis

SIP participants who took part in the survey were asked a series of questions to determine what, if any, impact and benefits were derived from participating in SIP. When participants took part in two SIP (SIPx2) internships, they were asked to give separate answers for each year of participation. The questions included: What do you remember most about your internship?; What impact, if any, do you think SIP had on you?; What did you like the most & least?; What

did you learn?; and Did your internship give you any insight on your future career path? Trends were then analyzed to determine if SIP is operating within its stated mission and vision. See Appendixes 2 through 4.

What did Interns Like / Gain from SIP Participation?

Of the 49 internships on which information was gathered, the highest ranking benefits reported include: getting to experience chosen occupation learning work related skills, networking, helping clients/people in need, learning communication skills, gaining more confidence, learning work habits and routines, experiencing personal growth & learning to cope better with vision loss. This feedback is very promising and in-line with the overall goal of SIP.

Giving interns the opportunity to experience their chosen vocation is one of the key elements of SIP. Only by experiencing a "real world" environment can students make informed choices regarding their career paths. It is promising that over 69% of participants report enjoying the opportunity of getting to experience their chosen occupation in a live setting. One student summed this up pretty well by saying, "Keep the SIP program going!"..."It's not just about the money, it was the experience."

A few interns were given the opportunity to sit in on classes and reported benefiting from this. One intern was exposed to the rigorous schedule of a medical student...and even got to see a cadaver. Another student took part in assertiveness trainings offered to social workers and similar.

Several interns were able to get out into the community. One intern was given the chance to attend events with the Mayor of Columbia, SC. This intern felt this was great "exposure" for her. She reports she was "allowed" to do good projects for the City of Columbia that really

made her think “outside the box”. She then began to think more about how she could give back to her community.

Other interns enjoyed getting to work with children in their chosen career. One student reports that the, “Biggest piece of the internship was getting to see children be taught. Not just a day care. Not babysitting...kids actually learned.” Other students got to work with children with various kinds of disabilities from the viewpoint of an early interventionist/social worker.

Not every aspect of a career can be learned in a classroom and it is useful to have a practical “real world” experience to draw on to bring the classroom to life. Over 65% of respondents report that they learned additional work related skills and information. One intern reports, “There were a lot of things they talked about that related to class.” This kind of experience reinforces classroom learning and gives students perspective. Students in social science occupations such as social work got to experience how to record case notes and the importance of documentation. Several law students were able to conduct legal research and assist attorneys with actual cases. These experiences help show the importance of documentation and value of what is learned in school.

Promoting networking opportunities is another major component of SIP. Over 46% of survey respondents report they benefited from SIP networking opportunities. One intern said that what she enjoyed most is getting a mentor she will be able to keep in contact with in coming years. Others are still in regular contact with SIP Business Partner colleagues, using these connections as references for employment and graduate school applications. Student networking has also led to subsequent internships, volunteer work and, in several cases, employment.

What many students enjoyed most about their SIP internships was helping people in need. Over 36% of respondents report they liked helping SIP Business Partner’s

patrons/customers/clients. One intern got to experience the “tangible reward” of seeing people find employment after receiving job readiness services and help with resumes. This intern really enjoyed seeing customers “making progress” as they were job searching. Another intern learned a valuable lesson in that the group of people who need help is diverse and “poverty doesn’t discriminate”. Many interns who worked with the elderly enjoyed talking and interacting with this population.

Over 26% of interns reported that SIP internships assisted them in bettering their communication skills. One intern in particular reports that he had not worked with “adults” before and SIP helped him understand how to communicate with people who were older than he was. Another reported that SIP helped him learn when to ask for help...and when not to “bug people”.

Unfortunately, vision loss can sometimes lead to feelings of less self-worth and a decrease in over-all confidence. Luckily, over 24% of SIP internships resulted in interns feeling more confident in their abilities. Some students felt less than prepared going into their SIP internships and quickly realized that they were indeed prepared and capable. This naturally increased their confidence in their abilities and helped them to continue on their selected path. One young woman reports that SIP, "reinforced she could do whatever job she wanted to do. A few interns have reported that an increase in confidence led to an increase in their overall independence level.

One of the toughest transitions students make is bridging the gap from education to work. Learning work routines and work habits can be difficult for some students. SIP strives to give students a safe place to learn these vital skills. Over 22% of survey respondents felt that SIP gave them the chance to learn work habits/routines and/or gave them additional information they

would not have obtained outside of the classroom. One intern notes that SIP showed him how hard it is to start a first job. He states it is "nerve wracking to start something new". Through SIP, he learned how to "tough it out" and realize you "can't know everything when you first start". This same intern is recently employed and reports he is going through this same nervous period ...and now knows it is "normal".

One participant reports, "SIP really helped me to begin the transition from school to work. Though I worked throughout my time in school, this was not a work study position but rather a next step in my professional career. Through SIP, I started to think about what my next step would be after graduation."

Another intern notes that SIP helped him better understand a "9-5 schedule". He had only ever worked food service type jobs and during his SIP experience he got to work with more "professional staff". He felt more like an "equal" in this setting and enjoyed the different perspective of this working environment.

Many interns experienced some level of personal growth during SIP (over 22% of respondents). One intern learned that, "Even if people don't understand...you have to keep a smile. Don't let things get to you." Another student learned that in order to be happy...he has to do what makes him happy. You can't think about money...just focus on what you actually want to do. These are great life lessons for anyone to take to heart.

Being that all SIP interns are legally blind or have a condition that could lead to blindness, coping with vision loss is a component of employment. Over 16% of interns reported that SIP helped them to cope with their vision loss. One young woman reported that prior to SIP she had "tied her worth to her vision". She reports her SIP internship made her feel more "valuable" and gave her more "self-esteem". Another young woman interned as a front desk

receptionist and interacted with people coming into the office with various inquiries. Through SIP, she learned how to disclose her visual disability. She showed herself and others that she could, in fact, work with vision loss.

One area where SIP falls short of its stated mission is providing leadership opportunities to interns. Only 10.2% of interns mentioned that they benefited from leadership opportunities. This information will be useful as future internship placements are considered and negotiated with SIP Business Partners.

Full trend analysis regarding what was liked/gained by SIP participants may be found by referencing Appendix 2.

What did Interns Dislike about SIP?

As part of the survey, interns were asked to explain what they liked least about SIP. Of the 49 survey respondents, only 36 interns had negative/constructive feedback.

The top 10 intern complaints were; wanting more hours/program too short (16.67%), performing work that was unrelated to their career (13.89%), working in sad/difficult environments (13.89%), not having enough work to do (11.11%), having issues with time constraints (11.11%), not experiencing occupation (8.33%), having too much paperwork (8.33%), working with unprofessional Business Partner staff (8.33%), not being pushed as an intern/too easy (5.56%), having Assistive Technology (A.T.) issues (5.56%).

It is promising that interns wish they could stay longer at SIP internships. All interns are, in fact, encouraged to stay on as interns/volunteers for as long as allowed by Business Partners. This being said, the internship stipend amount is fixed....and working more hours does not equate to more money. Many interns must pay for transportation and would not be able to afford to work without any compensation.

Most of the interns who reported having issues with difficult and sad environments were in a human service field; working with elderly and disabled children. In some cases, these “sad” feelings did show interns that they needed to explore other career paths. In other cases, interns embraced these difficult situations...knowing it is part of the job. As an example, one intern worked in a hospice facility and states, “With hospice...the outcome is known.” She “got to help people through this tough time.” She noted that “even after a patient passed” she continued to still help the patient’s family. This intern was pursuing her education in divinity and SIP reinforced how religion and hospice can often be complimentary.

In the future, Employment Consultants should continue to strive to overcome other issues reported including: interns performing work unrelated to career paths, interns not having enough work to do and time constraints faced by interns and Business Partners. Employment Consultants should work closely with Business Partners to ensure interns are kept busy and given meaningful work to do. Many times, this component is outside of the control of SCCB; however, all efforts should be made.

Paperwork, time sheets and the SIP final report are necessary to SIP’s success. SCCB Staff should continue to reinforce this fact to interns. SCCB Staff should also continue to encourage students to report any issues they may encounter, including not getting to experience chosen occupation during internship, Business Partner not being professional, internship too easy and any A.T. issues encountered. In extreme cases, Employment Consultants will, indeed, locate an alternate internship site. EC’s can also serve as a liaison between interns and Business Partners....though interns are encouraged to self-advocate. Student’s Assistive Technology needs are taken into consideration at onset of SIP but students are again encouraged to speak-up should they encounter barriers.

A significant portion of survey respondents (26.53%) had no negative/constructive feedback and this should be viewed as promising. Students were reminded several times during the course of the survey that their answers would be anonymous and to be as honest and forthcoming as possible. Some interns did have very negative remarks about past SCCB services. However, at the end of their survey, many students made it a point to say that they hope to participate in SIP a second time or that they hope the program continues in the future.

For full analysis of Intern "Dislikes" please reference Appendix 4.

What impact does SIP have on Interns' Career Paths?

"SIP gave me opportunities that I would otherwise not have had. It allows me to find areas I may or may not want to work in and provides me with a laboratory (to) test my knowledge and skills while finding out for myself whether or not a particular career is the right one for me. Without SIP, I very likely would have a less clear idea of what I want to do with my life." (Emailed survey response)

Survey participants were asked, "Did your internship give you any insight on your future career path? For example, did it confirm you wanted to continue with your stated employment goal or help you to rule out a career path? Please explain." As stated previously, one of the intended benefits of SIP is to help students fully explore their career path while still in school. In this way, students are able to fine tune or re-direct their goals. Again, students who participated in SIP twice were asked to evaluate the impact of each unique internship as it related to their career path at that time.

It is promising that 44.9% of internships confirmed students were exactly on the right path. In these instances, students continued their education as originally planned.

In 16.33% of internships, students confirmed they were on the right path and also refined their path more exactly. As an example, one intern reports that, prior to SIP, she knew she wanted to be in counselling field. SIP helped her “hone it in” to just kids.

Some internships helped to not only confirm interns were on the right path, but also broaden their perspective (6.12%). One intern’s path was Medical Assistant, after SIP, she determined she may want to look into other classes that would allow her to be more multifaceted in a medical environment. Another student got her degree in Vocal Performance and realized that she may want to go into marketing field as it relates to a music school. Another example of SIP broadening student perspectives is an intern who “originally” just wanted to be a Vocational Rehabilitation Counselor. After SIP, she knows she wants to go into broader field of rehabilitation, including independent living services.

Just as importantly, 28.57% of internships showed interns they were on the wrong path and pointed them in a different direction altogether. One intern, who had majored in Theatre, got to experience what it would be like to work in a “full-time theatre environment”. She learned her limitations through this experience and was “able to make a decision about her future based on that information”. This intern is now working with blind children, teaching Assistive Technology skills. Another intern writes, “The SIP had a great impact on me. This program helped me figure out exactly what I wanted to major in. I am glad I was granted two opportunities because the first one I realized that this is not what I wanted to do and the second one showed me that, I finally found something I love doing.” Other interns, after experiencing Assistive Technology issues on the internship site, realized their chosen vocation was not practical for them. In these cases, students did have to drastically alter their educational path to re-align with new vocational goals.

For full analysis of SIP internships impact on career paths please reference Appendix 3.

Employment Outcome Analysis

Are SIP Interns finding Employment?

Please reference Appendixes 5-7 for full details.

The ultimate goal of any Vocational Rehabilitation program is that Consumers will find competitive, integrated employment. It is therefore vital to determine if SIP interns are finding work after they have completed their education.

By cross-referencing SCCB Client Information System data along with survey results, it can be determined that 38.89% of SIP interns are now employed. It is worth noting that Employment Outcome information was not available for 5 SIP interns (9.26% of total).

When compiling Employment Outcome information, it was determined that 35.19% of SIP participants are still in higher education and therefore are not yet ready to seek employment. A total of 35 SIP interns are reported or assumed to be out of school and finished with their higher education. When those interns who are still in school are removed from the equation, a total of 60% of SIP Interns have successfully obtained employment.

Does taking part in SIP twice impact Employment Outcomes?

There have been a total of 10 interns who have taken part in SIP twice. Students who have taken part twice in SIP are presently not being considered for a third SIP internship. This report is intended to aid and enhance SCCB efforts to assist Consumers obtain employment. Based on information gathered, changes to the Student Internship Program may be considered.

A total of 3 out of 10 repeat interns (SIPx2) have obtained employment (30%). When students who are still in school are taken out of the equation, 75% of repeat interns are now

employed. This is a full 15% higher likelihood of employment than those who took part in the program only once.

When analyzing this variance between SIPx1 and SIPx2, many variables are at play.

However, it may be assumed that participating twice in SIP may have some positive impact on Employment Outcomes.

Are SIP Employment Outcomes Different?

Please see Appendix 10.

It may also be useful to assess the quality of SIP Employment Outcomes as compared to SCCB General VR Closures. Generally, professional and clerical/sales Employment Outcomes are considered to be of higher quality than service and “blue collar” type employment.

Year	SIP Employment Outcomes	Conclusion
2009	Professional Category = 60% compared to 62% of total VR closures Service Category = 20% compared to 21% of total VR closures Clerical/Sales = 20% compared to 25% of total VR closures	These outcomes were in-line with SCCB general closures...but did fall short of exceeding the “norm”.
2010	Professional Category= 83.3% compared to 21% of total VR closures Clerical/Sales = 16.6% compared to 23% of total VR closures	SIP participants did achieve higher quality Employment Outcomes; especially in Professional category. .
2011	Professional Category = 67% compared to 27% of total VR closures Service = 33% compared to 30% of total VR closures	SIP participants did achieve higher quality Employment Outcomes; especially in Professional category. .
2012	Professional Category = 20% compared to 26%of total VR closures Service = 60% compared to 24.4% of total VR closures Clerical Sales = 20% compared to 18% of total VR closures	SIP interns did not experience any higher quality of placement.
2013	Professional Category = 33% compared to 21%of total VR closures Service = 33% compared to 30.4% of total VR closures Clerical/Sales = 33% compared to 23.4% of total VR closures	SIP interns did experience a slightly higher quality placement both in Professional and Clerical/Sales categories.

In conclusion, it may be that SIP interns are experiencing slightly higher quality of Employment Outcomes when compared to general VR Closures. The variance in quality of Employment Outcomes seems to be mainly in the Professional category.

How does SIP Compare?

“SIP began as a pilot program in September of 2008. It was modeled after the Massachusetts for the Blind Student Internship Program and refined to fit the needs of the student demographics of South Carolina (SC Commission, 3).” Internship Program Coordinator for the Massachusetts Commission for the Blind (MCB) shared the MCB Student Internship Program Outcome Summary that may be found in Appendix 12.

Though SIP was modeled after the MCB program, there are some notable differences. The MCB program is much larger than SIP and does consider high school students eligible. Additionally, soft skills training is a prerequisite to enter the MCB program. MCB Summary does also state that the majority of interns participated in two internships; whereas the minority of SIP interns have had two internship opportunities. Finally, it is noteworthy that MCB summary provides data that measures employer/business statistics and job retention rates.

Overall, SIP seems to be doing extremely well when compared to MCB program. MCB reports 51% employment outcomes (based on those achieving integrated competitive employment divided by all interns who participated who are not presently in school). SIP employment outcomes were calculated the same way, with a final percentage of 60% employment outcomes.

Training Gap Analysis

The survey asks, "Did SIP help you identify any needs? For example, did your internship reveal that you needed additional technology training or O&M training? (If yes) Please elaborate.)" The aim of this question is to determine what challenges interns are facing and what SCCB can do to support.

(For full analysis, please see Appendix 9.)

Out of the 47 who responded to this question, only 18 (28%) report experiencing some type of training need or gap. Thankfully, over 45% reported no training gap or needs during SIP.

The most prevalent need reported was the need for Assistive Technology (A.T.) equipment (33%). The need for Assistive Technology related skills, such as JAWS or Zoomtext, was the second most prevalent need (22%). Three interns (16.67%) reported that they needed Orientation and Mobility (O&M) training or skills. The final trends recorded include that interns needed large print, needed general technology skills and needed guidance on disclosing vision loss.

It will be important for SCCB and the Training and Employment Division to take special note of SIP interns as it relates to A.T. training and issuing of equipment. It is vital that all interns have necessary A.T. equipment at their work sites in order that they perform at their highest level. Additionally, SCCB must ensure all interns are equipped with skills to safely and independently navigate their environments.

Employment Consultant Referral Analysis

SCCB Employment Consultants (ECs) work alongside VR Counselors and assist in job development and placement for SCCB Consumers. Employment Consultants work to bolster Consumers' efforts in locating and obtaining employment. ECs serve certain geographical

regions of the state and not only have Consumer “caseloads” but also have to maintain and develop a quantified number of business relationships.

ECs work closely with assigned SIP interns and SCCB Vocational Rehabilitation Counselors to place selected SIP interns with Business Partners. During SIP, ECs develop business relationships and networks that can, often times, be drawn upon in the future.

During SIP, ECs are granted temporary case access to interns’ files and are permitted to serve these students for the duration of SIP. Once students have finished their educations, they may be referred to and EC for job placement and any other EC services needed.

This analysis was done by analyzing 64 unique internship experiences and cross-referencing available CIS data with survey results. When CIS data was unclear, survey response was recorded. If interns don’t remember working with an EC, or still don’t have an EC, it was recorded that they were not referred.

A total of 31.25% of SIP internship participants were referred to work with an Employment Consultant (EC) after the SIP program was complete. A total of 12.5% were referred to an EC only for SIP placement. The percentage of interns who were not referred to an EC at all is 46.8%. There were 6 instances where EC referral status was unknown (9%). The percentage of interns who were not referred to an EC outside of SIP is just over 59%.

When looking at EC referral status, many variables are at play. One must take into consideration that approximately 35.19% of the 54 interns are presently still in school, and not yet ready to work with and EC. Additionally, client information system data dating between 2009 and 2011 may be incomplete.

In conclusion, it is difficult to determine if SIP students are working with Employment Consultants in a timely way that supports employment outcomes. SCCB Management may wish

to investigate more when SIP participants should be referred to work with an EC. It can be assumed that best practice would be for all SIP interns to be referred to an EC once that student has completed necessary education/training required to obtain employment in their chosen career.

Recommendations

- WIOA/Youth in Transition – SCCB may wish to consider implementing a Junior Student Internship Program (J-SIP). Such a program would target high school students at least 16 years of age who may benefit from an internship or work experience.
- Assistive Technology – SIP interns must have all of their Assistive Technology on a job site in order to perform most effectively during their internships. It is recommended that Training and Employment Division re-visit business procedures regarding A.T. assessments and equipment recommendations for SIP interns. Since SIP typically lasts for 8 weeks, time is a key factor. It may be that A.T. assessments should be done for all selected SIP interns and recommendations “fine-tuned” once a Business Partner is located.
- Soft skills training – MCB program utilizes soft-skills training to ensure interns are most prepared. SCCB has administered a pilot “Job Readiness Workshop” and this curriculum may be beneficial for SIP interns. Again, since the timeline for SIP does move quickly, timing along with transportation and other logistics will need to be considered.
- Repeat participation policy – Based on this report, it may be beneficial for some interns to take part in SIP more than twice. This determination would need to be done on a case by case basis. The SIP Selection Committee and Senior Management will need to approve any such change in practice.
- SIP Interns should always be referred to work with an Employment Consultant once they have obtained needed education/training and are ready to seek employment. It may also be wise to consider referring students during their final semester of school, since finding employment does take some time.

Appendix

Appendix 1 – Transition Population Analysis

Intern Classification	Number of Unique Internships	Percentage (divided by 64 unique Internships)
Transition	34	53.13%
Not Transition	26	40.63%
Unknown	4	6.25%
Total	64	100%

Appendix 2 – Benefits to Intern Analysis

Code = What was Liked / Learned / Gained / Reported as Beneficial During SIP Internship	Incidences Reported Across 49 Respondents	Percentage of Total (divided by 49)
EO = Experiencing Occupation	34	69.39%
WS = Learned Work related Skills/ additional info	32	65.31%
NW = NetWorking	23	46.94%
HC = Helping business' patrons/Customers/clients	18	36.73%
CS = Learned Communication Skills	13	26.53%
IC = Increased Confidence	12	24.49%
WH = Learned work Habits / routines	11	22.45%
PG = Personal Growth	11	22.45%
CVL = Coping with Vision Loss	8	16.33%
HW = Helping Co-workers	5	10.20%
LS = Leadership Skills	5	10.20%
TM = Time Management	4	8.16%
PC = increased PC skills	4	8.16%
TW = Team Work	2	4.08%
Org = Organization skills	2	4.08%
SIP = getting to know other SIP students	1	2.04%
Unique Internships with No Input	15	

Appendix 3 – Impact on Career Path Analysis

Reported Impact on Career Path	Internships	Percentage (Divided by 64)
C = Confirmed on right path	22	44.90%
DD = Showed needed to go in Different Direction.	14	28.57%
CR- Confirmed and Refined path	8	16.33%
CB = Confirmed and Broadened path	3	6.12%
None = No impact	2	4.08%
No response	15	23.44%
Total	64	

Appendix 4 – Negatives of SIP Analysis

Reported Negatives	Incidences Reported	Percentage (Divided by 36 Total Negative Responses)
MH- Wanted more hours. Program too short.	6	16.67%
URW = Unrelated work performed at internship site	5	13.89%
Sad- Work/environment was sad, difficult. Dealt with tough topics.	5	13.89%
NEW- Not enough work to do	4	11.11%
Time - Issues with timing / time constraints	4	11.11%
XEO- Didn't get to experience occupation	3	8.33%
Paper- paperwork	3	8.33%
Prof - Business site staff were unprofessional	3	8.33%
NP = Not pushed as intern. Too easy	2	5.56%
A.T. - Assistive Tech. Issues	2	5.56%
SIPclass- Wanted more opportunities to interact with SIP classmates	1	2.78%
College - school interfered with experience	1	2.78%
HRS - Too many hours to complete. Program too long.	1	2.78%
Space - No work area provided	1	2.78%
None = No Negatives (% = 13 / 49 Total Survey Responses)	13	26.53%
No Response	15	
Total Negative Responses to Question	36	

Appendix 5 – Employment Outcome Analysis

	Interns	Percentage (Divided by 54 Participants)
Total Employed- 1x SIP	18	
Total Employed 2x SIP	3	
Total Unsure/Blank	5	9.26%
Total Success Employed	21	38.89%

Appendix 6 – Education Completion Status Analysis

	Interns	Percentage (Divided by 54 Participants)
In School 1x SIP	13	
In School 2x SIP	6	
Total Still in School	19	35.19%

Appendix 7 – Employment Outcomes –Finished with Education – Analysis

Total Interns Reported/Assumed <u>Out of School</u> (54 Interns less “Total Still in School”)	35
Percentage Total Employed & Out of School (“Total Employed ”divided by “Total Reported/Assumed Out of School”)	60.00%
Percentage Total Employed after 2x SIP & Out of School (Total Employed 2x SIP” divided by 10 Repeat Interns less “In School 2x SIP”)	75.00%

Appendix 8 – Employment Consultant (EC) Referral Analysis

EC Referral Status	Internships	Percentage (divided by 64)
Referred to EC	20	31.25%
Referred only for SIP	8	12.50%
Not Referred to EC	30	46.88%
Unknown	6	9.38%
Total Not Referred to EC Outside of SIP	38	59.38%
Percent Still in School (***based on 54 interns***)	35.19%	

Appendix 9 – Training Gap Analysis

	Interns	Percentage (Divided by 64)
Training Gap Reported	18	28.13%
No Training Gap	29	45.31%
No Response/Unknown	17	26.56%

Analysis of Training Gaps	Interns	Percentage of Total Reported Gaps During Internship (Divided by 18)
NE = Needed Assistive Technology (AT) Equipment	6	33.33%
NATS = Needed AT Skills	4	22.22%
O&M = Needed Orientation and Mobility Training	3	16.67%
LP = Needed Large Print	2	11.11%
NTS = Needed general Technology Skills	2	11.11%
Disclose = Needed Guidance on Disclosing Vision Loss	1	5.56%
Total	18	100.00%

Appendix 10 – Comparison of SIP Employment Outcomes with VR Successful Closures (minus Homemakers)

2009

Total VR Successful Closures (minus Homemakers)

Job Category	Count	Percentage
Professional	62	25%
Clerical/Sales	61	25%
Service	53	21%
Agriculture	10	4%
Processing	5	2%
Machine Trades	9	4%
Benchwork	8	3%
Structural	14	6%
Miscellaneous	25	10%
Total Closures	247	100%

SIP Placements = 5

Professional Category = 60% compared to 62% of total VR closures

Service Category = 20% compared to 21% of total VR closures

Clerical/Sales = 20% compared to 25% of total VR closures

2009 SIP Placement raw data

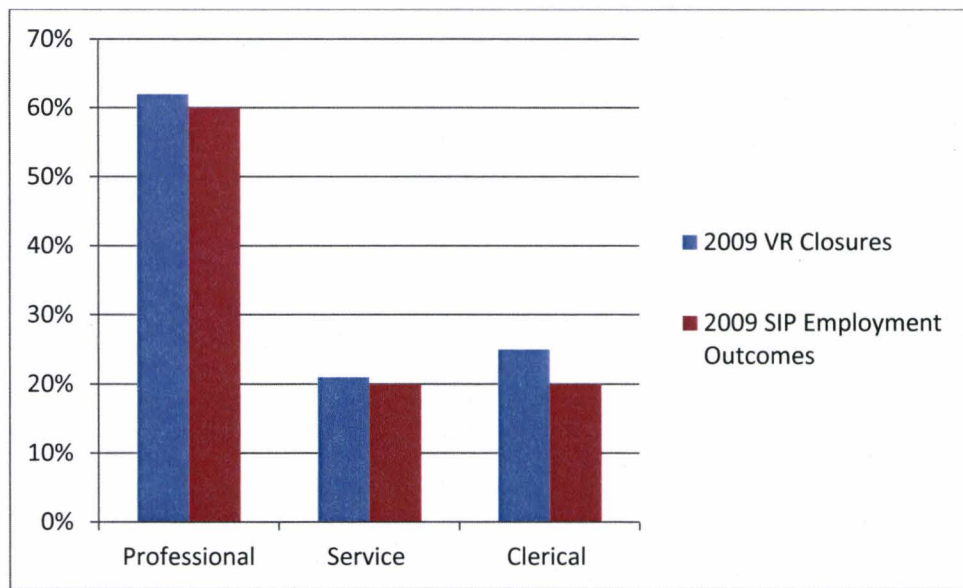
Mental Health Counselor (professional)

Computer Programmer/Software Developer (professional)

Job Placement Specialist (professional)

Home Health Aide (Service)

Office Clerk (clerical/sales)



2010

Total VR Successful Closures (minus Homemakers)

Job Category	Count	Percentage
Professional	50	21%
Clerical/Sales	53	23%
Service	71	31%
Agriculture	5	2%
Processing	2	1%
Machine Trades	6	3%
Benchwork	6	3%
Structural	15	6%
Miscellaneous	23	10%
Total Closures	231	100%

SIP Placements = 6

Professional Category = 83.3% compared to 21% of total VR closures

Clerical/Sales = 16.6% compared to 23% of total VR closures

2010 SIP Placement raw data

Preschool Special Education Teacher - (professional)

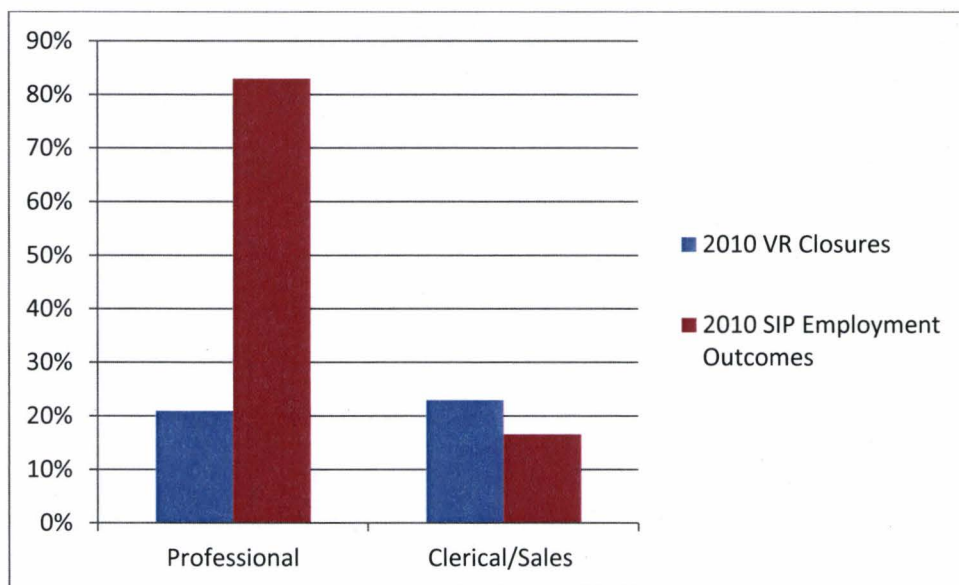
Counselor - (Professional)

Computer Network Specialist - (professional)

Teacher/Instructor - (professional)

Teacher/Instructor - (professional)

Education, Training and Library Worker (State Library Reader Advisor) -
(clerical/sales)



2011

Total VR Successful Closures (minus Homemakers)

Job Category	Count	Percentage
Professional	53	27%
Clerical/Sales	44	22%
Service	60	30%

Agriculture	4	2%
Processing	5	3%
Machine Trades	3	2%
Benchwork	5	3%
Structural	11	5%
Miscellaneous	12	6%
Total Closures	197	100%

SIP Placements = 3

Professional Category = 67% compared to 27% of total VR closures

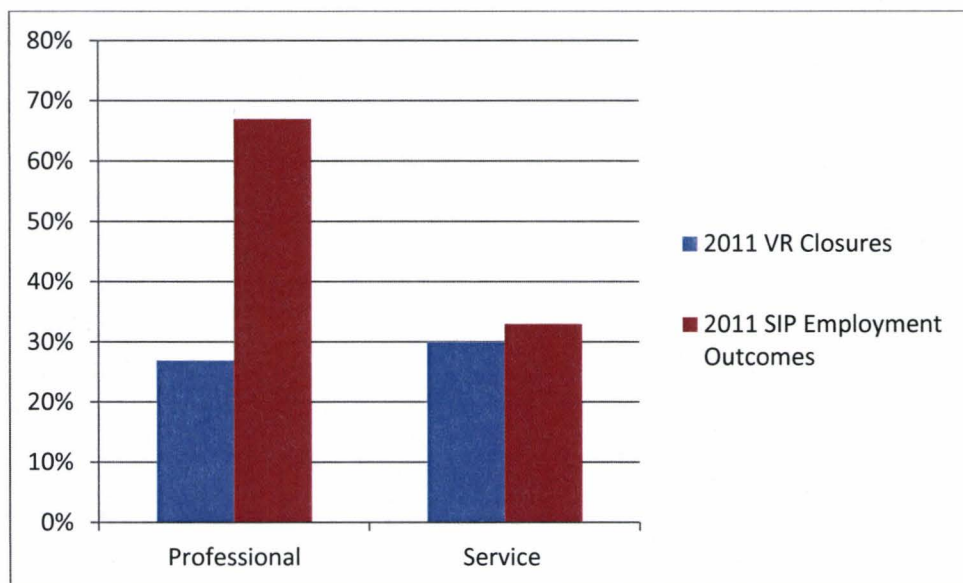
Service = 33% compared to 30% of total VR closures

2011 SIP Placement raw data

Preschool Teacher - (professional)

Psychologist - (Professional)

Child Care Worker - (service)



2012

Total VR Successful Closures (minus Homemakers)

Job Category	Count	Percentage
Professional	36	26%
Clerical/Sales	25	18%
Service	34	24.4%
Agriculture	5	4%
Processing	6	4%
Machine Trades	4	3%
Benchwork	2	1.44%
Structural	13	9.35%
Miscellaneous	14	10%
Total Closures	139	100%

SIP Placements = 5

Professional Category = 20% compared to 26% of total VR closures

Service = 60% compared to 24.4% of total VR closures

Clerical Sales = 20% compared to 18% of total VR closures

2012 SIP Placement raw data

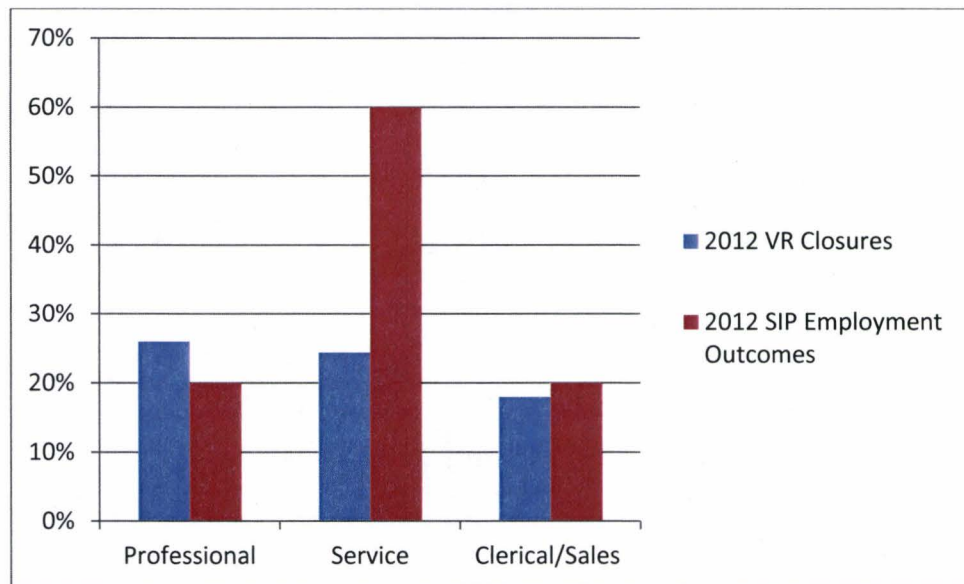
Psychologist - (professional)

Food Preparation Worker - (service)

Cook and Customer Service – (service)

Chef and Head Cook – (service)

Call Center Customer Service Rep. – (clerical/sales)



2013

Total VR Successful Closures (minus Homemakers)

Job Category	Count	Percentage
Professional	45	21%
Clerical/Sales	50	23.4%
Service	65	30.4%
Agriculture	14	7%
Processing	0	0%
Machine Trades	7	3%
Benchwork	3	1%
Structural	12	66%
Miscellaneous	18	8%
Total Closures	214	100%

SIP Placements = 3

Professional Category = 33% compared to 21% of total VR closures

Service = 33% compared to 30.4% of total VR closures

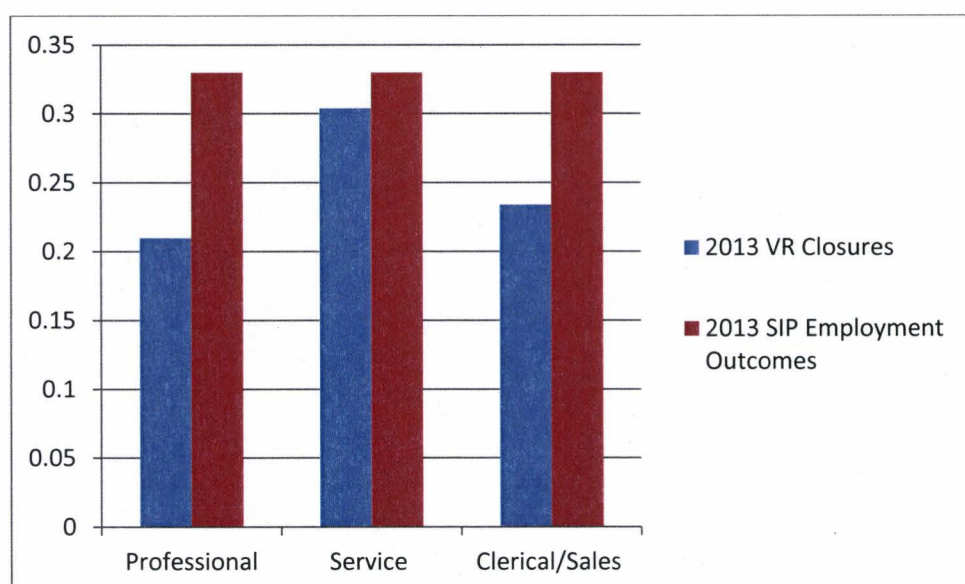
Clerical/Sales = 33% compared to 23.4% of total VR closures

2013 SIP Placement raw data

Office Clerk - (clerical/sales)

Research Assistant - (professional)

Message Therapist - (service)



Appendix 11 – Email Sent to Interns & Survey Questions

Good Afternoon SIP Class of -----

I've called each of you...and left a voicemail if I could. I am in the process of doing some research on SIP...and would really value your feedback! I have copied the questions below...the same questions I've been asking over the phone.

If it's easier for you....I'd be glad to accept your answers via email. You can just hit reply...and type your answers in. I'm so glad to give any clarification you may need...if a question doesn't make sense. I really do want both your positive and negative feedback. We are hoping to better the program in the future! All answers are anonymous!! I'll be the only person to know who said what.

If you'd rather I call...just let me know what time(s) work best for your schedule! Glad to call.

Thanks in advance for your help!!!

Do you remember where you did your SIP internship in 2011?

- Yes No
- Where:

What do you remember most about your internship?

What impact if any do you think SIP had on you?

What did you like the most, least?

What did you learn?

Did SIP help you identify any needs? For example, did your internship reveal that you needed additional technology training or O&M training? (If yes) Please elaborate.

- (If yes to above) Do you believe you would have benefited from receiving this type of training prior to beginning SIP? If so, why?

Did your internship give you any insight on your future career path? For example, did it confirm you wanted to continue with your stated employment goal or help you to rule out a career path? Please explain.

After SIP, did you continue to work with an Employment Consultant?

- Do recall if you worked with an EC immediately after SIP...or was there a gap?

Are you working now? If so, where?

- If still in school, when do you expect to graduate?

Appendix 12 – MCB Internship Program – Learning by Doing

Outcome Summary

Since the Internship Program began, a majority of the 262 legally blind participants presently not in school have achieved employment. The program has had 283 business partners and has produced more than 500 internships.

Program Overview

The MCB Internship is a nationally recognized program that utilizes a public-private partnership model with the goal of providing consumers who are legally blind with the opportunity to experience the world of work. The program began in 2003 with just one consumer who was placed at an MCB office. In a period of two years, the program had grown to eighteen consumers and added community business partners. In 2013 and with 82 interns, the program celebrated 10 years of placing interns at employment sites across the Commonwealth including large corporations, State Government agencies, and small non-profit organizations. There were 75 interns in 2014.

In the program's 11 years, there have been a total of 502 different internships at 283 different business partners with a number of the consumers participating multiple years; beginning while in high school and continuing on through college.

The Internship Process

The process begins with MCB Vocational Rehabilitation counselors identifying prospective interns and documenting interns' career goals. Counselors also work in collaboration with Employment Specialists who are instrumental in identifying business partners. Prospective interns are required to complete a soft skills training where topics such as disclosure, accommodation requests, travel skills, understanding the work culture, technology and conflict resolution are presented.

Benefits of the Program

Interns

- ❖ Full immersion in the workplace culture of the host business site
- ❖ Acquisition of competitive, transferable and marketable job skills through real-work experience
- ❖ Individualized job targeted skills coaching
- ❖ Increased independence, confidence and self esteem
- ❖ The opportunity to build skills and to explore careers

Employers

- ❖ Access to interns with disabilities who serve as a role model to customers and employees
- ❖ Access to a demographic of the economy with intense buying power: Individuals with disabilities represent one of the fastest growing segments in the US
- ❖ MCB provides both the employer and intern with all necessary support services including technology evaluations, adaptive equipment, and orientation and mobility training.
- ❖ MCB provides follow-up consultation to the employer to address any concerns or employment related issues

Internship Program Outcomes

In 11 years, there have been:

- 262 different consumers participating in 502 internships
- 283 business partners
- An average of about 2 internships per consumer

Percentage Outcomes

- 51% employment outcomes (based on those achieving integrated competitive employment divided by all interns who participated who are not presently in school).
- 88% Employment Retention rate

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"Building social and economic independence for the blind"

Student Internship Program

SIP 2015

SC Commission for the Blind
Post Office Box 2467
1430 Confederate Avenue
Columbia, SC 29201

Telephone: (888) 335-5951 or (803) 898-8799

Fax: (803) 898-8882

Email: CSandel@sccb.sc.gov

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2015 SC Commission for the Blind Student Internship Program

INTRODUCTION

The SC Commission for the Blind is pleased to invite college students and recent graduates to apply for SIP (Student Internship Program). SIP is a competitive, PAID, summer internship opportunity. SIP began as a pilot program in September of 2008. It was modeled after the Massachusetts for the Blind Student Internship Program and refined to fit the needs of the student demographics of South Carolina. SIP is a valuable opportunity to gain a competitive edge in networking and employment.

The SC Commission for the Blind Student Internship Program (SIP) is managed through the Training and Employment Division. It is designed to give students in-depth, hands on practical work experience while preparing them in their professional area of study. With the approval and funding of the assigned Vocational Rehabilitation Counselor and Regional District, the program offers 8-week paid internships for qualifying blind and visually impaired students who are attending or have recently graduated from a 4 year college, university or technical school. When looking at applicants, preference will be given to rising juniors and seniors or those nearing the end of 2 year technical programs. SIP works collaboratively with Vocational Rehabilitation Counselors, the Business Community, Employers and Volunteer Groups to foster meaningful networks, internships and employment opportunities.

A kick-off event will occur in late May, highlighting the start of the annual SIP Program. This program affords an excellent opportunity for interns, family support systems, businesses and SCCB staff to network and develop the positive communication necessary to make the statewide program a success. A closing ceremony is also held in early August to recognize the achievements of the students. During this time, both the student and Business Partners provide overviews of their internship experiences. Students are awarded a financial stipend upon successful completion of the 8-week internship and submission of all required documentation and time cards.

Mission

Students participating in SIP will complete an internship under the assistance of qualified business professionals, with emphasis placed on professionalism, growth, strength and responsibility. The internship will give interns the opportunity and potential to perform effectively in their chosen profession.

Vision

The SC Commission for the Blind Student Internship Program's vision is to foster and implement intern opportunities that optimize student/graduate employment readiness by involvement in professional business experiences, networking, and comprehensive decision-making opportunities.

Student Benefits / Objectives

The SC Commission for the Blind Student Internship Program (SIP) will:

1. Provide opportunities for the interns to apply what is learned in the classroom to a practical setting.
2. Provide the intern with knowledge and leadership experiences.
3. Prepare the intern professionally to experience the working world while still a part of the educational institution.
4. Encourage self-evaluation as well as provide the student with constructive feedback regarding progress and development.
5. Upon successful completion of the program, SIP interns will be awarded a **\$1,500 training stipend**. This stipend is tax free and will be issued in the form of a check payable to the intern.

STUDENT APPLICANT QUALIFICATIONS

Applicants for the Student Internship Program (SIP)

- Must be in an active, enrolled status or recent graduate at a 4-year college/university or technical school. Preference will be given to rising juniors and seniors or those in their final year of a two-year program.
- Must have an identified career major.
- Must have an academic grade point average (GPA) standing of at least 2.5 on a 4.0 scale.
- Must complete an application and participate in a formal interview with their assigned Employment Consultant.
- Will only be considered by the SIP Selection Committee for review and consideration for participation in the SIP Program if determined qualified by the VR Counselor and Employment Consultant.
- May be asked to participate in interviews with local and State-wide news organizations such as newspapers and local TV stations.

APPLICATION PROCESS

Qualified Students should take the following steps to apply:

1. Request and application from their VR Counselor or SIP Program Coordinator
2. Complete and submit the SIP 2015 Application, (Form 1.1 continuing to Form 1.2).
 - Students are strongly encouraged to complete this application electronically.
3. Take part in a face-to-face interview with assigned Employment Consultant. **Your Employment Consultant will contact you.** All qualified applicants will be given the consideration of an interview. Employment Consultants will complete and submit a summary of each interview for review by the Selection Committee (Form 2)

Applicants must realize that acceptance in the internship program is competitive and limited. Many factors contribute to a successful placement. An application does not guarantee acceptance as an intern.

SIP Selection Committee & Scoring of application packets

- The SIP Selection Committee is the advisory committee for the Internship Program. They are responsible for assisting with guiding and maintaining program development and in selecting interns.
- The advisory committee consists of the: Director of Training and Employment; Director of Vocational Rehabilitation Services; VR Regional Director Region I; VR Regional Director Region II; VR Regional Director Region III; a Vocational Rehabilitation Counselor and three Employment Consultants.
- Upon receipt of complete/approved SIP application packets from Employment Consultants, packets are duplicated and information is distributed to all committee members for review prior to the scheduled SIP selection meeting.
- The SIP Selection Committee scores all applicants based on documentation and information contained within individual application packets. Employment Consultants provide additional information on their assigned Student Applicants. The below rubric is used to score and rank applicants.
 - Major of study and stated goals (30 pts)
 - Need for internship. Student nearing completion of education. Internship required for Graduation. (20 pts)
 - Academic performance (20 pts)
 - Background Information / Supporting Documentation / Community Service (15 pts)
 - Personal statement (10 pts)
 - Personal Statement is part of face-to-face interview with Employment Consultants (see form 2)
 - Application submitted electronically / Overall quality of application (5 pts)
- The Selection Committee will notify appropriate SCCB staff of selected applicants and the Director of Training and Employment will send an official letter to notify ALL SIP applicants of their status. Employment Consultants and VR Counselors will work in concert to notify applicants via phone and email.

STUDENT RESPONSIBILITIES

Students accepted into the SIP internship program should understand and comply with his/her responsibilities and commitment as an intern:

Students should:

- Complete an Internship Program Orientation with the assigned SCCB Employment Consultant.
- Follow all policies and procedures of the respective Business Partner's company/organization and the Internship Program.
- Report to the Internship site at the scheduled date and time.
- Be prompt in attendance and keep supervisor(s) informed.
- Present self in a positive manner at all times.
- Ask questions and offer suggestions and recommendations in a professional, appropriate manner.
- Discuss college credit for the internship with his/her respective college and Employment Consultant.
- Report any concerns about the internship program to his/her assigned Employment Consultant.

In order to Graduate from SIP and Receive Stipend Students MUST:

1. Complete and submit a WEEKLY time card (Form F) to assigned Employment Consultant
2. Submit a final written report (Detailed on Page 17 of the SIP 2015 Manual Appendix)
3. Develop and submit a Professional Resume to assigned Employment Consultant AND VR Counselor.
Students will work with their assigned Employment Consultant to create this document.

Agreements/Contracts:

Students are responsible for completing, signing and returning the following documents:

Upon Selection and Prior to Start of Internship:

- SIP Acknowledgement of Receipt of SIP Selection Status & Student Manual, Form 14
- SIP Internship Program Agreement, Form 5
- SIP Intern/Student Emergency Contact Sheet, Form 3
- SIP Student Confidentiality Agreement, Form 4
- W-9 Request for Taxpayer ID and Certification Form 7
 - For purposes of stipend payment
- SCCB Public Release Form, Form 10

During Internship and Prior to Receiving Stipend

- SIP Timecards, Must be signed by appropriate supervisor and submitted weekly, Form 6
- SIP Intern Final Report, due 1 week prior to SIP Closing Ceremony, Form 8
- SIP Business Partner Evaluation of Intern, **Request Business Partner Complete Form at end of Internship** Form 9
- Professional Resume submitted to VR Counselor and Employment Consultant 1 week prior to SIP Closing Ceremony.

ALL requirements must be met in order to receive credit and stipend.

GENERAL RULES AND POLICIES

The goal of the SCCB Student Internship Program is to create a program that is beneficial and rewarding to all participants. Students should adhere to the following rules and policies.

Conduct

- Please adhere to the individual business partner's policies and procedures in the following areas; Sexual harassment, safety/emergency information, computer/internet regulations, etc.
- The cooperation of all interns and employees is necessary to make the company/organization a great place to work. Conduct that is dishonest, unethical, illegal or unsafe will not be tolerated at the internship site.

Professional Courtesy

You are expected to handle yourself in a professional manner at your internship site:

- Be courteous to employees and other interns; you are always surrounded by people who have deadlines or need to concentrate.
- Dress in a fashion that is appropriate for the workplace. Always adhere to rules of dress that relate to safety at a particular worksite.
- Adhere to your agreed-upon schedule, unless you have cleared a change with your supervisor. Do not come to the worksite to "hang out."
- Call if you are going to be late or can't come at all. Ask your supervisor who is the appropriate contact person. Get a name and a telephone number. If in doubt, contact your assigned SCCB Employment Consultant.
- Clean up after yourself. Be sure to keep all work areas clean.
- Do not remove or replace any hardware, software, equipment or materials without talking to your supervisor.
- For interns working with organizations that require any special security procedures and/or the use of badges, special keys, keycards, codes, passes or identification, be sure to adhere to all procedures and rules related to these items and report lost or stolen items immediately. Also report any violations of these measures that you may see or become aware of.
- Use of personal cell phones and texting are not permitted during scheduled work hours unless otherwise instructed by your business partner supervisor.

APPENDIX

Please Note: Students are only required to submit application forms 1.1 and 1.2 along with any supporting documents to begin application process. Please do not complete any other forms until instructed to do so.

This appendix is provided for informational purposes only.

SOUTH CAROLINA COMMISSION FOR THE BLIND

Student Internship Program

SIP 2015 Application Form 1.1

The student internship program is a work experience that may vary in length but should be a minimum of 120 hours. The work experience typically begins in late May and concludes in early August. The internship allows students to experience an occupation or career area related to the student's Individualized Plan for Employment (IPE).

If interested in an internship, **read over the 2015 SIP manual** and completely fill out application forms 1.1 and 1.2. Applications should be submitted ELECTRONICLY. Students are encouraged to submit any supporting documents (resume, letters of recommendation, etc.) to enhance their application packet.

Applications will not be accepted after 5pm on Tuesday, February 3rd, 2015.

SIP 2015 Application

Full Legal Name (include nickname if applicable):

Date of Application:

Student's Address (Street, City, State, and Zip)

Student's Mailing Address (If different than above)

Student's Home Phone:

Student's Cell Phone:

Student E-mail (REQUIRED):

Parents(s)/Guardian Name:

Parent/Guardian Phone Number

Name of College/University & Campus Location:

Projected Graduation Date:

Class Standing at time of application (freshman, senior, etc.):

Major of Study:

GPA:

Is an internship a graduation requirement towards your declared major?

Student Internship Program

SIP 2015 Application Form 1.2

Have you completed an internship in the past? If so, please describe the internship. For example, was it through the SIP program, a college internship or part of a business or organizational program? Please provide your thoughts on this experience.

Briefly describe how an internship through the SC Commission for the Blind's SIP Program would promote your career goals. What do you hope to gain through this program?

List software/hardware you are familiar with, especially those that are directly related to your chosen profession: Please rate your competency for each item on a five (5) point scale where 5 is "Expert User" and 1 is "Beginner User".

List the assistive technology software/hardware you are familiar with and rate your level of competency using the same 5 point scale as above. Examples of assistive technology include but are not limited to; JAWS, ZoomText, digital book players, etc.:

List any career related technical skills you may have:

List courses you have taken or are currently taking that are directly related to the internship and your career goals:

Describe any competitions you have participated in and/or prizes or honors you have received:

Briefly describe your hobbies and interests. What makes you a well-rounded student?

Will you have other commitments during the internship such as summer school, regular employment or another internship? If so, please provide the days and hours you will be able to complete the 120 hour SIP 2015 commitment.

To certify your application, please provide an electronic signature (type your name).

I certify that all the information in my application is true and accurate.

ENTER YOUR NAME:

DATE:

Please Note: Students are strongly encouraged to complete this application electronically. Completed applications should be forwarded as attachments to the Intern Coordinator, Cali Sandel, at csandel@sccb.sc.gov. Students may also print and fax their application packet to 803-898-8882. Mailed applications should be addressed to:

**Cali Sandel, SIP Program
SCCB – Training and Employment Division
1430 Confederate Ave.
Columbia, SC 29201**

Applications will not be accepted after 5pm on Tuesday, February 3rd, 2015.

Form 2- SC Commission for the Blind

Employment Consultant SIP Internship Interview Questions

NOTE: Upon submission of the SIP 2015 Application packet, EVERY qualified applicant will be contacted by an Employment Consultant. Each applicant will be asked the same questions. Students **SHOULD NOT** complete this form. It is provided only for informational purposes.

Intern Interview Questions

Introduction:

- Tell me about yourself.
- What interested you in our Summer Internship Program?
- Do you have a valid SC Driver's License?
- Do you have a valid SC Identification Card?
- Do you have transportation for this internship? If not, do you have alternatives to transportation?
- After reviewing the Duties and Responsibilities Agreement, are you willing to fulfill the responsibilities and adhere to the guidelines set forth by SCCB and the respective business partner, including but not limited to the requested internship hours?

General Professional:

- What is your field of study?
- Why did you select this field of study?
- Where do you see your career in five years?
- Our intention is to place you in an internship in your desired field of study. In the event we cannot place you in your desired field, are you willing to work in an alternate field?

Job Readiness Skills:

- Give an example of when you were able to learn something complex in a relatively short period of time.
- Give an example of a time when you faced challenges getting your job done. What did you do to overcome these challenges?
- What is a recent project you are proud of?
- Describe your contributions in a successful group project.

Other:

- Do you have any questions about the program?
- List your top 3 choices for an internship site.

Personal Statement -- Submitted by Student (10% of Total Score**)**

Please ensure applicant has submitted a valid e-mail address.

Form 3 -

SC Commission for the Blind

Student Internship Program (SIP)

Intern/Student Emergency Contact Sheet

Student/Intern Full Name & any nickname:

Emergency Contact #1

Name of Contact Person #1 (in case of emergency):

Relationship of Contact Person #1 to Intern:

Contact Person #1 Phone Number(s):

Emergency Contact #2

Name of Contact Person #2 (in case of emergency):

Relationship of Contact Person #2 to Intern:

Contact Person #2 Phone Number(s):

Form 4- **Student Internship Program (SIP) Confidentiality Agreement**

SIP Student Confidentiality Agreement

I understand that all records and information divulged to me during my internship relationship is strictly confidential. Any breach of confidentiality is grounds for my immediate dismissal from the SC Commission for the Blind Student Internship Program (SIP).

Please fill in the entries below and upon completion of this form, be sure to sign your name in the space provided.

My signature acknowledges my understanding and agreement to comply with the above written confidentiality statement.

Name of Intern:

Last Four Digits of Social Security Number:

Phone Number: Home Cellular

Internship Location:

Intern Signature: _____ **Date:** _____

Form 5 - SIP Internship Program Agreement

Student: _____

Address: _____

Business Partner: _____

Address: _____

Work Schedule: Monday: _____ Time: _____
 Tuesday: _____ Time: _____
 Wednesday: _____ Time: _____
 Thursday: _____ Time: _____
 Friday: _____ Time: _____

Will Total Working Hours for 8 Week Internship Be 120 Hours: ☐ Yes ☐ No ☐ With Additional Hrs.

Student Intern Work Position: _____

Intern Student responsibilities: The student will adhere to the Internship course requirements established by the school and business partner. The student will exhibit the appropriate level of professionalism, courtesy, and responsibility expected of the business partner's employees.

Parent/Guardian responsibilities: Parent/guardian agrees to support the student participating in the SCCB Student Internship program. Parent/guardian understands business partners will be viewing student's final reports as part of the SCCB Internship program.

SCCB VR Counselor, Employment Consultant and Internship Coordinator: The VR Counselor consults with the Employment Consultant who arranges student business placement. The VR Counselor and Employment Consultant work in concert with the Intern Coordinator who monitors each intern's progress.

Business Partner's responsibilities: The business partner agrees to place the intern in the above listed position to provide career experience related to the course objectives. The intern's activities will be supervised by qualified personnel and performed under safe, hazard-free conditions. The intern will receive the same consideration the business provides employees with regard to safety, health general work conditions and other policies and procedures.

This document establishes an agreement between the student, parent/guardian, and business partners to satisfy the SCCB internship requirements. This form is intended as a guide to fulfill the SCCB Internship requirements and should not be interpreted as a legal instrument or any form of binding contract.

We have read this Internship Agreement and understand the conditions and provisions contained therein.

Intern _____ Date _____

Parent/Guardian (if applicable) _____ Date _____

Business Partner _____ Date _____

Employment Consultant _____ Date _____

Form 6-

SCCB Commission for the Blind

SIP Time Card

Completed Time Cards should be submitted WEEKLY to the assigned Employment Consultant. Students are encouraged to scan and save their time cards and submit electronically as an email attachment.

Intern Name:**Business Name:****Week Of:**

	Time In	Time for Lunch	Time Out	Daily Total
Mon /				
Tues /				
Wed /				
Thurs. /				
Fri /				
Sat /				
Sun /				
Weekly Total				

Intern Signature:**Date:****Supervisor Signature:****Date:**

W-9 Request for Taxpayer Identification Number and Certification

Form (Rev. January 2011) Department of the Treasury Internal Revenue Service	W-9 Request for Taxpayer Identification Number and Certification	Give Form to the requester. Do not send to the IRS.
Print or type See Specific Instructions on page 2.	Name (as shown on your income tax return)	
	Business name/disregarded entity name, if different from above	
	Check appropriate box for federal tax classification (required): <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate	
	<input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶	
	<input type="checkbox"/> Other (see instructions) ▶	
	<input type="checkbox"/> Exempt payee	
Address (number, street, and apt. or suite no.)		Requester's name and address (optional)
City, state, and ZIP code		
List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number									
[] [] [] [] [] [] [] [] [] []	-	[] [] [] [] [] [] [] [] [] []	-	[] [] [] [] [] [] [] [] [] []					

Employer identification number									
[] [] [] [] [] [] [] [] [] []	-	[] [] [] [] [] [] [] [] [] []	-	[] [] [] [] [] [] [] [] [] []					

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here	Signature of U.S. person ▶	Date ▶
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

Form 8 -**SIP Internship*****Verbal Presentation & Written Report Guidelines***

The Student Internship Program (SIP) holds an annual “SIP Kick-Off” during the last week of May. Participating interns are presented and may be interviewed by media and other interested community and business groups. The annual “SIP Graduation” is held during the first week in August. This ceremony brings the official end of SIP. At this time, students provide a verbal 2-3 minute overview of their internship experience. Stipends are awarded; Business Partners make comments; and many additional media, government and business affiliates attend and speak with students.

In addition to the verbal presentation, students are required to submit a written report about their intern experience. Students are encouraged to keep daily journals of their intern experiences and use this journal to prepare their final report and their brief verbal presentation.

The verbal report should:

- Be no more than 2-3 minutes in length.
- Include a brief description of the work performed, any internship projects, experiences outlined in the journal, and/or any other aspects of the internship that you feel are exceptional and should be highlighted/presented.
- Include information regarding your personal feelings about the internship experience (positive or negative) and how this experience has affected your educational goals.
- Include any recommendations for future placements.

The written report should:

- Be typed, double spaced and have normal page margins and font styling.
- Be approximately 2 pages in length (around 1200 words)
- Include the name of the business where you completed your internship.
- Discuss major job duties and projects you completed.
- Discuss what you learned/gained from this experience.
- When summarizing your SIP experience, also include whether or not you would recommend this same business for future SCCB internship placements.
- When writing your report, keep in mind that quality is better than quantity. The paper should be submitted in electronic form to your Employment Consultant one (1) week prior to Graduation.

Form 9- SIP Business Partner Evaluation of Intern*To be completed by Business Partner*

Student Name: _____ SCCB EC: _____

Company Name: _____ Training Supervisor: _____

DIRECTIONS: This evaluation provides student Internship information for the business partner. Based on the Secretary's Commission for Achieving Necessary Skills (SCANS), the competencies below have been identified as tools for success in employment. Please rate the intern by circling the appropriate number to the right that corresponds with the intern's competency.

4 = Excellent

2 = Average

0 = Unsatisfactory

3 = Above Average

1 = Needs Improvement

N/A = Does not Apply

1. **Responsibility:** Punctual and reliable, adheres to company policy. _____
2. **Time management:** Starts on time, follows schedule, prioritizes tasks. _____
3. **Listening:** Listens attentively, confirming majority of information, responds to non-verbal communication. _____
4. **Teamwork:** Follows team rules, cooperates, and assists other team members. _____
5. **Acquiring information:** Selects information relevant to the task, predicts outcomes. _____
6. **Understanding Systems:** Understands technology applications, follows proper procedures. _____
7. **Applying Technology:** Understands technology applications, follows proper procedures. _____
8. **Self-Management:** Maintains self-control, accepts constructive criticism. _____
9. **Honesty/Integrity:** Understands implications of decisions, recommends ethical course of actions. _____
10. **Self Worth:** Accepts responsibility and understands effects of own behavior. _____

SPECIFIC TRAINING TASKS:

11. _____
12. _____
13. _____

COMMENTS: __________
Supervisor Signature/Title_____
Date



South Carolina Commission for the Blind

Commissioner
James M. Kirby
Form 10 -

Public Information Release Form

Thank you for your assistance in promoting South Carolina Commission for the Blind programs and services to the citizens of South Carolina.

South Carolina Commission for the Blind may take and use my photograph for public information purposes, on and off agency displays, news releases, video presentations, advertisements, the SCCB website and other publications. I understand my image will be used to South Carolina Commission for the Blind only. I do this willingly, expecting no compensation or gratuity of any kind from South Carolina Commission for the Blind or its staff.

Please complete and sign:

Name

Address

E-mail Address

Telephone Home &Cell

Date

Signature

RETURN THIS FORM TO THE INTERNSHIP COORDINATOR AS INDICATED ON THE NEXT FORM.

Jacqueline Keisler
Community Relations Coordinator
1430 Confederate Avenue
Columbia, SC 29201
(803)898-8721
jkeisler@sccb.sc.gov

Signature

Date

South Carolina Commission for the Blind

Training and Employment Division
1430 Confederate Avenue
Columbia, South Carolina 29202

PHONE (888) 335-5951 or (803) 898-8799 FAX: (803) 898-8882

Commissioner
James M. Kirby
Form 11

March 3, 2015

Address Block

Dear Greeting Line

Example of Selection Letter

Congratulations! The SIP (Student Internship Program) Selection Committee met on _____ and you were chosen to be an intern this summer _____.

SC Commission for the Blind Employment Consultants will be contacting you to discuss placement with a business partner, various aspects of the program, and to address any questions you may have. An additional contact is Cali Sandel, the SIP Program Coordinator. She may be reached at (888) 335-5951 and by email at csandel@sccb.sc.gov.

We plan to highlight this event with a kickoff scheduled for _____ at the SC Commission for the Blind, Central Office in Columbia. During this event, you will hear success stories from other students, network, and meet fellow students who will join you in this wonderful summer intern program. The closing luncheon is scheduled for _____, where you will receive your stipend and awards will be presented. Additional information is forthcoming. We look forward to seeing you there.

The SC Commission for the Blind is pleased to provide you with this outstanding opportunity as you continue your academic endeavors.

Sincerely,

Ed Bible

Director Training and Employment

South Carolina Commission for the Blind

Training and Employment Division
1430 Confederate Avenue
Columbia, South Carolina 29202

PHONE (888) 335-5951 or (803) 898-8799 FAX (803) 898-8882

Commissioner
James M. Kirby

Form 12

March 3, 2015

Address Block

Example of Rejection Letter

Dear Greeting Line:

The SIP (Student Internship Program) Selection Committee met on March 6th 2012 and reviewed all applicants. This year, there were only twelve slots available. Unfortunately, after considering all applicants, you were not selected to participate in this year's program. We strongly encourage those who are eligible to re-apply next year.

In review of your application and supporting documentation, it appears that you have made tremendous strides in your quest for higher education. You are commended for your commitment. We encourage you to continue the pursuit of your career goals and to continue to challenge yourself. Please do not look at this as a failure but as a stepping stone to success.

Please feel free to contact us should you need any assistance, encouragement or professional guidance. We thank you for your application and wish you well in your endeavors.

Sincerely,

Ed Bible

Director, Training and Employment

South Carolina Commission for the Blind

Training and Employment Division
1430 Confederate Avenue
Columbia, South Carolina 29202

PHONE (888) 335-5951 or (803) 898-8799 FAX (803) 898-8882

Commissioner
James M. Kirby

Form 13

March 3, 2015

Address Block

Example of Alternate Letter

Dear Greeting Line:

The Selection Committee met on _____ and reviewed all applicants. There were only twelve slots available. Unfortunately, after cumulative scoring of all applicants, you were not selected but were ranked as an alternate. Therefore, as an alternate, if someone declines the internship offer or is unable to participate, you may be selected to participate.

In review of your application and supporting documentation, it appears that you have made tremendous strides in your quest for higher education. You are commended for your commitment. We encourage you to continue the pursuit of your career goals and to continue to challenge yourself. Please do not look at this as a failure but as a stepping stone to success.

Please feel free to contact us should you need any assistance, encouragement or professional guidance. We thank you for your application and wish you well in your endeavors.

Sincerely,

Ed Bible

Director, Training and Employment

Form 14 -

SC Commission for the Blind

Acknowledgements

Notice of Selection Status and SIP Student Manual

I acknowledge receipt of "Notice of Selection - Student Summer Intern" letter from the SC Commission for the Blind. I accept this intern opportunity. I have read and been informed about the content, requirements, and expectations of the SC Commission for the Blind Summer Internship Program. I have also received a copy of the Student Manual containing the policies and procedures and agree to abide by the guidelines as a condition of my internship and my continuing internship with the Commission and the Business Partner.

I understand that if I have questions, at any time, regarding the policies and procedures, I will consult with my immediate supervisor, my Employment Consultant or my VR Councilor.

Please read the Student Manual carefully to ensure that you understand the policies and procedures before signing this document.

Student Signature: _____

Student Printed Name: _____

Date: _____

This form, the Public Release of Information form, and W9 must be returned to the Intern Coordinator:

**Cali Sandel
csandel@sccb.sc.gov
Student Internship Program (SIP) Coordinator
Training and Employment Division
SC Commission for the Blind
1430 Confederate Avenue
Columbia, SC 29201
Phone: (888) 335-5951 or (803) 898-8799
Fax: (803) 898-8882**